Module 6: From Me to We

Purpose: Participants identify the organizing gifts they bring, learn how organizers build and sustain a base, map decision-making power, select and escalate tactics strategically, and practice care as a shared responsibility. The module moves from individual contribution to coordinated collective action.

Outcomes

- Identify personal organizing strengths, preferred roles, and growth areas without treating styles as fixed labels.
- Explain collective action, base building, constituency, leadership development, and relational organizing.
- Create an evidence-informed power map that begins with a specific decision and identifies targets, constituents, allies, opposition, uncertainty, and pathways of influence.
- Develop an escalation ladder that increases strategic pressure while considering capacity, accessibility, and risk.
- Create individual and collective care practices that support sustainable participation and protect story ownership.

Learning Journey

Self-Awareness → Relationships → Base → Power Map → Strategic Pressure → Collective Care

Participants begin by identifying what they contribute to a team and connect those gifts to roles introduced in Module 5. They then learn how relationships become an organized base, how a base uses verified research and a specific policy or institutional decision to analyze power, and how inside and outside tactics can build pressure over time. The module closes by treating care, boundaries, safety, and sustainability as strategic responsibilities shared by the group.



Curriculum Connections

Connection	How This Module Fits
Builds from	Builds on Module 5's organizing roles, power analysis, strategy, tactics, and testimony work.
Reuses	A specific decision and target from Module 4 or 5; verified evidence from Module 3; partnership commitments from Module 1.
Frameworks and tools	Organizer roles; base-building map; power map; tactic rubric; escalation ladder; campaign care plan.
Products to carry forward	Carry the Base-Building Map, Power Map, Escalation Ladder, and Campaign Care Plan into Module 7.

Module at a Glance

Lesson	Primary Focus	Suggested Run Time	Key Product
1. What Kind of Organizer Am I?	Organizing gifts and team roles	60 minutes	Organizer role reflection
2. From Me to We.	Collective action and base building	60 minutes	Base-building and outreach map
3. Map the Power.	Targets, allies, opposition, and influence	60 minutes	Power map
4. Escalate with Purpose.	Tactic selection and strategic pressure	60 minutes	Escalation ladder
5. Care Is Part of the Strategy.	Boundaries, sustainability, and collective care	60 minutes	Campaign care plan

Lesson 1: What Kind of Organizer Am I?

Purpose: Participants identify the gifts, habits, and growth areas they bring to organizing and understand that strong movements need different kinds of leadership.

Outcomes / Youth Learning Goals

- I can identify organizing roles and strengths that feel natural to me.
- I can explain how different organizing styles contribute to a team.
- I can name one strength I bring and one skill I want to develop.
- I can choose a role I might practice in a campaign or group project.

Age Adaptations

- **Ages 11–14:** Use pictures to describe each role on cards using examples from school or neighborhood projects. Allow youth to choose more than one role.
- **Ages 15–17:** Use the full reflection and invite youth to compare a primary and secondary organizing style.
- **Ages 18–24:** Add questions about delegation, positional authority, organizational culture, and how identity affects whose leadership is recognized.

Process

Prepare organizer-style cards around the room. After a check-in and icebreaker, introduce the styles as flexible contributions rather than permanent identities. Youth complete a reflection, move to a role station, compare gifts and growth edges, and build a balanced campaign team.

Suggested Run Time

60 minutes. Follow the exact agenda below. If the group needs more processing time, reduce examples or a practice round; protect the welcome, check-in, youth choice, core participant product, reflection, and closing.

Materials and Preparation

- Organizer-style cards or posters.
- Organizer Style Reflection worksheet.
- Campaign role cards or a sample campaign scenario.
- Challenge cards; open space in the room.
- Chart paper, markers, pens, sticky notes, optional fidgets, music, water, and snacks.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Introduce the module and reduce pressure around labels.	Organizer-style posters	Welcome participants and explain: “Today we will practice what advocacy and organizing looks like in action and how people work together over time. Today we will explore the different gifts people bring to a team. These styles are not boxes, diagnoses, or permanent labels. You may see yourself in several, and your role may change depending on the situation.”
Check-In	5 minutes	Connect participants’ experiences to teamwork.	None	Ask: “Think of a group project, event, or action you were part of. What role did you naturally take?” Offer examples such as planning, welcoming people, solving problems, speaking, creating, researching, or keeping the group calm. Participants may pass or write.
Icebreaker: Team Role Relay	5 minutes	Build energy and demonstrate that strong teams need different skills, instincts, and leadership styles.	Prepared challenge cards; open space in the room; optional music	Divide participants into small teams. Explain that each team will complete a series of fast, playful challenges. For each round, teams have 30–45 seconds to respond. Use challenges such as: Create a team name and pose; line up by birthday without speaking; make a five-second commercial for a random object; move everyone across an imaginary river using only three sheets of paper; create a frozen picture showing “people power.” Play music between rounds if available. Do not assign roles. After the final challenge, ask: “Who jumped in with ideas? Who helped the group decide? Who made sure everyone was included? Who kept the energy up? Who noticed a problem and adjusted the plan?” Invite participants to name contributions they noticed in others. Close by saying: “Different challenges brought out different kinds of leadership. Organizing works the same way. Strong teams need creativity, planning, care, communication, problem-solving, and people who help the group finish what it starts.”

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Organizer Styles Introduction	10 minutes	Introduce organizing gifts and growth edges.	Organizer-style cards	Briefly introduce the styles: Perfectionist, Caregiver, Winner, Artist, Strategist, Rock, Fixer, Warrior, and Peacemaker. For each, name a gift and a possible growth edge. Emphasize that every gift can become less helpful when overused and that no style is better than another.
Organizer Style Reflection	10 minutes	Support self-awareness without assigning fixed identities.	Reflection worksheet	Ask youth to mark statements that feel like them and identify two or three styles they connect with. Have them complete: “A gift I bring is...,” “A growth area is...,” and “One role I want to practice is....” Do not score the worksheet as a psychological assessment.
Build a Balanced Campaign Team	20 minutes	Apply styles to real team needs.	Campaign scenario and role cards	Give groups a simple campaign scenario. Ask them to choose roles needed for the campaign and connect each role to possible organizer styles. Require groups to explain how they will avoid over-relying on one person and how they will support each person’s growth.
Closing	5 minutes	Name a contribution and bridge to collective action.	None	Invite each participant to complete: “One gift I bring to collective work is...” and “One kind of support helps me use that gift well.” Close by explaining that the next lesson explores how individual gifts become an organized base.

Facilitator Check

Can participants name at least two different contributions an organizing team needs?

Can participants explain why an organizer style is flexible rather than fixed?

Did each participant identify one contribution and one growth area?

Lesson 2: From Me to We: Collective Action and Base Building

Purpose: Participants learn how organizers turn individual concern into relationships, shared leadership, and repeated collective action.

Outcomes / Youth Learning Goals

- I can define collective action and base building.
- I can distinguish constituents, leaders, members, supporters, allies, and the broader public.
- I can identify people directly affected by an issue and relationships that could strengthen a campaign.
- I can practice an outreach conversation that invites someone into meaningful action.

Age Adaptations

- **Ages 11–14:** Use concentric circles and familiar examples such as improving a school rule or neighborhood space. Practice a short invitation script.
- **Ages 15–17:** Add leadership ladders, follow-up, and a real youth issue.
- **Ages 18–24:** Add membership expectations, political education, coalition relationships, retention, and leadership development plans.

Process

After distinguishing a crowd, contact list, and organized base, participants map leaders, members, supporters, allies, and the broader public. They practice a relational outreach conversation and identify a next step that moves someone from interest to action.

Suggested Run Time

60 minutes. Follow the exact agenda below. If the group needs more processing time, reduce examples or a practice round; protect the welcome, check-in, youth choice, core participant product, reflection, and closing.

Materials and Preparation

- Concentric-circle Base-Building Map.
- Relationship Map worksheet.
- Outreach conversation cards.
- Sample engagement ladder.
- Chart paper, markers, sticky notes, pens, optional devices and fidgets.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Connect individual gifts to organized collective power.	None	Explain: “Movements need people, but a large number of names is not automatically a base. A base is built through relationships, shared purpose, leadership, accountability, and repeated action.”
Check-In	5 minutes	Surface experiences of collective power.	None	Ask: “When have you felt powerful with other people?” Invite examples from sports, family, school, faith communities, arts, work, clubs, protests, or neighborhood projects.
Icebreaker: One Person Cannot	5 minutes	Show the value of coordinated action.	A lightweight object or short team puzzle	Give the group a task that becomes easier when people coordinate, such as moving an object across the room under a set of simple rules. Debrief: “What changed when people planned and worked together?”
Collective Power and Base Building	8 minutes	Define the core concepts.	Posted definitions	Define collective action as people acting together toward a shared goal. Define base building as developing relationships, shared analysis, leadership, and commitment among people who can act repeatedly. Clarify that turnout, followers, and contacts may support organizing but are not the same as a base.
Map the Base	12 minutes	Distinguish levels of relationship and responsibility.	Base-Building Map	Using a shared issue, place people in circles: constituency, leaders, active members, supporters, allies, and broader public. Ask what each group knows, contributes, decides, and needs. Discuss where the current base is strong or thin.
Practice a Relational Outreach Conversation	15 minutes	Build skill in listening and inviting action.	Outreach cards	Model a short conversation: connect, ask and listen, share why the issue matters, identify shared concern, invite a specific action, confirm support, and follow up. In pairs, youth practice once as organizer

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
				and once as community member. Avoid scripts that pressure or manipulate.
Choose the Next Engagement Step	5 minutes	Move beyond one-time recruitment.	Engagement ladder	Ask pairs to choose a realistic next step for the person they practiced with: attend a meeting, complete a survey, share a story privately, bring a friend, join a work group, lead outreach, or take another meaningful role. Discuss what support would make the step possible.
Closing	5 minutes	Commit to relationship-based organizing.	None	Invite participants to complete: “One way I can help someone move from concern to action is...” Bridge to the next lesson: once a base is growing, organizers need to know who controls the decision and how that power can be moved.

Facilitator Check

Can participants explain why a contact list is not the same as a base?

Can participants distinguish constituents, leaders, members, supporters, and allies?

Did participants make a specific, respectful invitation and identify a follow-up step?

Lesson 3: Map the Power

Purpose: Participants identify who controls a decision, who can influence that target, and how constituents, allies, and opposition relate to the campaign.

Outcomes / Youth Learning Goals

- I can identify a specific policy, budget, implementation, or institutional decision and the person or institution with authority over it.
- I can distinguish primary targets, secondary targets, constituents, allies, opposition, and undecided stakeholders.
- I can place stakeholders on a power map using verified evidence, clearly labeled inferences, and research-needed markers rather than assumptions.
- I can identify a relationship or action that could shift someone's position or influence.

Age Adaptations

- **Ages 11–14:** Use a school or recreation-center scenario and a simple high/low power and support/oppose grid.
- **Ages 15–17:** Add primary and secondary targets, influencers, and evidence notes.
- **Ages 18–24:** Add institutional interests, relationships, opposition strategy, informal power, and uncertainty or research needs. Require participants to distinguish verified information from assumptions.

Process

Participants define the exact decision at stake, identify the primary target, and then map constituents, allies, influencers, opposition, and undecided stakeholders. They test placements against evidence and identify a pathway for moving the target.

Suggested Run Time

60 minutes. Follow the exact agenda below. If the group needs more processing time, reduce examples or a practice round; protect the welcome, check-in, youth choice, core participant product, reflection, and closing.

Materials and Preparation

- Large power-map grid or worksheet.
- Stakeholder cards or sticky notes.
- DC-based campaign scenario.
- Markers, pens, chart paper, optional string for relationship lines.
- Current information about the decision-making process if using a real issue.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Frame power mapping as strategic research.	Power-map grid	Explain: “A power map is not a popularity chart. It begins with a specific decision and helps us identify who has authority to make it, who influences them, where our relationships are strong, and what we still need to research.” Ask groups to use official role information from Module 4, verified evidence from Module 3, and a clear demand from Module 5.
Check-In	5 minutes	Connect power to everyday decision-making.	None	Ask: “Think of a decision that affected you. Who made the final decision, and who influenced them?” Participants may use a school, family, work, community, or government example.
Icebreaker: Who Decides?	5 minutes	Practice distinguishing authority from influence.	Short scenario cards	Read quick scenarios and ask youth to identify: who has formal authority, who has influence, and who is affected. Examples may include changing a school schedule, funding a recreation program, or changing a bus route.
Define the Decision and Target	8 minutes	Prevent vague power analysis.	Decision statement template	Ask groups to write: “We want [decision-maker] to [specific action] by [time or decision point].” Identify the primary target as the person or body with authority to make the decision. Add secondary targets only when they can meaningfully influence the primary target.
Build the Power Map	15 minutes	Visualize power, position, and relationships.	Power-map worksheet and sticky notes	Place stakeholders on a grid showing level of influence and level of support or opposition. Include constituents, organized base, allies, undecided people, influencers, primary and secondary targets, and opposition. Draw relationship lines and mark uncertain placements with a question mark.

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Test the Map with Evidence	10 minutes	Separate knowledge from assumptions.	Evidence notes	For each high-impact stakeholder, ask: “What evidence supports this placement? What do we know from official responsibilities, public statements, votes, budgets, relationships, or documented actions? What is an inference? What still requires research?” Mark uncertain placements as research needs rather than treating them as facts. Move stakeholders when the evidence suggests a different placement.
Choose a Pathway of Influence	7 minutes	Turn the map into strategic direction.	Completed map	Ask groups to identify one pathway that could move the target, such as constituents meeting with an ally who influences the target, public testimony combined with base turnout, or a trusted institution changing its position. The pathway should connect people and actions, not simply name a tactic.
Closing	5 minutes	Name the next research or relationship step.	None	Invite participants to complete: “The most important thing we still need to learn or build is…” Explain that the next lesson uses the map to choose and sequence tactics.

Facilitator Check

Does the map name a specific decision and primary target?

Are placements supported by evidence or clearly marked as research needs?

Can participants identify at least one pathway that connects the base to the target?

Lesson 4: Escalate with Purpose

Purpose: Participants learn to choose and sequence tactics that build power and increase strategic pressure without confusing escalation with danger or spectacle.

Outcomes / Youth Learning Goals

- I can explain the difference between strategy, tactics, visibility, and pressure.
- I can evaluate a tactic based on its goal, target, base, access, capacity, risk, care, and follow-up.
- I can build an escalation ladder that increases pressure intentionally.
- I can explain why a campaign might pause, repeat, adapt, or de-escalate.

Age Adaptations

- **Ages 11–14:** Use familiar tactics and a three-step ladder: ask, show support, increase public pressure.
- **Ages 15–17:** Add target response, participant roles, accessibility, and follow-up.
- **Ages 18–24:** Add leverage, coalition alignment, legal or organizational risk, counter-moves, decision points, and de-escalation.

Process

Participants sort tactics by purpose, distinguish awareness from pressure, use a tactic-selection rubric, and build an escalation ladder tied to a target and campaign goal. Facilitators emphasize consent, accessibility, and realistic capacity.

Suggested Run Time

60 minutes. Follow the exact agenda below. If the group needs more processing time, reduce examples or a practice round; protect the welcome, check-in, youth choice, core participant product, reflection, and closing.

Materials and Preparation

- Tactic cards.
- Tactic Selection Rubric.
- Escalation Ladder worksheet.
- Sample DC campaign scenario and power map.
- Chart paper, markers, sticky notes, pens, optional fidgets.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Define escalation as increasing strategic pressure.	None	Explain: “Escalation does not mean doing the most dramatic or risky thing. It means increasing pressure in a way connected to the target, the campaign goal, the base’s capacity, and what happened at the previous step.”
Check-In	5 minutes	Connect attention and pressure to experience.	None	Ask: “What is a respectful way you have gotten someone’s attention when something needed to change?” Invite participants to distinguish being noticed from gaining a response.
Icebreaker: Tactic Charades	5 minutes	Build energy and surface tactic knowledge.	Tactic cards	Participants silently act out tactics such as a meeting, petition, teach-in, art action, testimony, rally, social media campaign, letter delivery, or boycott. After each, ask what purpose that tactic might serve.
Strategy, Tactics, Visibility, and Pressure	8 minutes	Clarify commonly confused terms.	Posted definitions	Review: strategy is the overall path to the goal; tactics are specific actions; visibility means people notice the issue; pressure affects the target’s interests, choices, relationships, legitimacy, resources, or timeline. Ask youth for examples where an action creates visibility but little pressure.
Tactic Purpose Sort	10 minutes	Connect actions to strategic function.	Tactic cards and purpose headings	Sort tactics under purposes such as research, relationship-building, base building, political education, inside advocacy, decision-maker access, public narrative, demonstration of support, disruption, noncooperation, or accountability. Connect the categories to the inside/outside advocacy framework from Module 5. Allow cards to fit more than one category when groups can explain why.
Evaluate	10 minutes	Use consistent criteria before	Tactic Selection	For a campaign scenario, evaluate tactics using: goal, target, base, leverage, access,

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Tactics		acting.	Rubric	capacity, accessibility, risk, care, public meaning, and follow-up. Ask who can participate, who bears risk, and what the campaign will do after the action.
Build an Escalation Ladder	12 minutes	Sequence tactics in response to target behavior.	Escalation Ladder worksheet	Create four or five steps. For each step identify the action, purpose, target, participant roles, support needs, expected target response, and decision rule for what happens next. Include a reason the campaign might repeat, pause, change direction, or de-escalate. Pause after the sample that gains a written target commitment and ask which earlier relationship, evidence, turnout, and follow-up steps made that progress possible.
Closing	5 minutes	Reinforce strategic discipline.	None	Ask each participant to complete: “A tactic is strategic when…” Close by noting that pressure must be paired with care, consent, and sustainability, which is the focus of the next lesson.

Facilitator Check

Can participants distinguish visibility from pressure?

Does the escalation ladder respond to the target and build from previous steps?

Did groups consider accessibility, risk, care, and follow-up—not only impact?

Lesson 5: Care Is Part of the Strategy

Purpose: Participants understand that sustainable organizing requires boundaries, shared care, consent, story ownership, and practical support before, during, and after action.

Outcomes / Youth Learning Goals

- I can distinguish self-care, collective care, and community care.
- I can identify personal limits, boundaries, and support needs without treating care as an individual responsibility only.
- I can explain that lived experience is expertise and that no one owes a public story.
- I can create a care plan for a campaign activity.

Age Adaptations

- **Ages 11–14:** Use concrete examples about rest, food, hydration, trusted adults, transportation, online boundaries, and asking before sharing stories. Name who will provide compensation or meaningful recognition when youth contribute work of public or organizational value.
- **Ages 15–17:** Add role rotation, consent for media, debriefing, and responding when someone needs to step back. Include transparent decisions about youth compensation, reimbursement, or other meaningful recognition.
- **Ages 18–24:** Add compensation, workload, secondary trauma, organizational responsibility, digital security, conflict repair, and sustainable leadership transition.

Process

After reflecting on stress and restoration, participants define self-care, collective care, community care, boundaries, limits, consent, and story ownership. They analyze a campaign scenario and create a before-during-after care plan.

Suggested Run Time

60 minutes. Follow the exact agenda below. If the group needs more processing time, reduce examples or a practice round; protect the welcome, check-in, youth choice, core participant product, reflection, and closing.

Materials and Preparation

- Campaign Wellbeing Bingo or No Burnout Bingo.
- Campaign Care Plan worksheet.
- Boundary and consent scenario cards.
- Chart paper, markers, pens, optional calming materials, water, and snacks.
- A quiet or lower-stimulation participation option.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Position care as collective strategy.	None	Explain: “Care is not something we add after people are exhausted. Organizers plan for food, rest, transportation, accessibility, emotional support, boundaries, role rotation, and follow-up because people are the movement.”
Check-In	5 minutes	Notice stress without requiring disclosure.	None	Ask: “When community work becomes stressful, what helps you notice that you need support or a pause?” Participants may answer generally, write, share with a partner, or pass. Do not ask for trauma details.
Icebreaker: What Restores You?	5 minutes	Build connection around joy and restoration.	Optional bingo sheet	Use Campaign Wellbeing Bingo or ask participants to find people who enjoy different restorative practices such as music, laughter, movement, sleep, art, time outside, prayer, games, food, or being with trusted people. Avoid implying one practice works for everyone.
Care, Boundaries, and Story Ownership	8 minutes	Build a shared language for sustainable participation.	Posted definitions	Define self-care as practices an individual uses to support wellbeing; collective care as how a group shares responsibility for people’s needs; and community care as relationships and systems that help people survive and thrive. Define boundaries, limits, consent, digital detox, and lived experience. State clearly: lived experience is expertise, but no one owes the movement a public story.
Scenario Discussion	10 minutes	Recognize care and consent challenges in organizing.	Scenario cards	Use scenarios such as a youth speaker being asked to share a painful story, a late-night action without transportation, repeated social media exposure, one leader carrying every task, or conflict after a public event. Ask: “What is the risk? Who holds responsibility? What support or boundary is needed?” Include a

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
				public-testimony scenario: preparation, transportation, story choice, public-record consequences, adult support, debrief, and follow-up are organizational responsibilities—not burdens youth should carry alone.
Create a Campaign Care Plan	17 minutes	Translate care values into operational practice.	Campaign Care Plan worksheet	For a planned or fictional action, identify needs before, during, and after: food and water, transportation, accessibility, communication, consent for photos and stories, role choice, breaks, safety contacts, conflict support, debrief, follow-up, compensation, and rest. Assign responsibility rather than writing only general intentions.
Personal Boundary and Support Reflection	5 minutes	Help participants name what supports their participation.	Reflection page	Invite youth to complete privately: "I participate best when...," "A boundary I may need is...," "A sign I need a break is...," and "A person or support I can reach for is...." Sharing is optional.
Closing	5 minutes	End with a sustainable commitment.	None	Ask: "What is one care practice our group should protect in future campaigns?" Record commitments for use in campaign planning. Close: "Sustainable movements develop people, share responsibility, and make it possible for participants to remain whole."

Facilitator Check

Can participants distinguish individual self-care from collective responsibility?

Did the care plan assign concrete supports before, during, and after action?

Did the lesson reinforce consent, boundaries, and ownership of personal stories?

Module Appendix

This appendix contains the sources, further-research resources, worksheets, examples, and facilitator tools needed to deliver the module.

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- Appendix B: Base-Building Map.
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- Appendix F: Escalation Ladder.
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Appendix A: Organizer Style Reflection

Style	Common Gifts	Possible Growth Edge
Perfectionist	Integrity, structure, depth, quality	Experimentation, flexibility, sharing control
Caregiver	Trust, welcome, mentoring, noticing needs	Boundaries, delegation, naming own needs
Winner	Momentum, goals, confidence, results	Pacing, listening, valuing process
Artist	Story, culture, imagination, creative action	Prioritizing, completion, operational planning
Strategist	Research, patterns, analysis, strong questions	Acting with incomplete information
Rock	Consistency, calm, reliability, long-term commitment	Adapting quickly, taking initiative
Fixer	Practical solutions, negotiation, removing barriers	Avoiding premature compromise
Warrior	Urgency, courage, confrontation of injustice	Assessing timing, risk, and team readiness
Peacemaker	Connection, conflict support, relationship repair	Not avoiding necessary disagreement

Reflection prompts: Which two or three styles feel most familiar? Which gift do others rely on? Which growth edge do you want to practice? What role would you like to try next?

Appendix B: Base-Building Map

- Constituency: people directly affected by the issue and whose leadership should shape the campaign.
- Leaders: people who take responsibility, develop others, and move the group toward action.
- Active members: people who participate consistently and carry agreed roles.
- Supporters: people who agree and may take occasional action.
- Allies: people or organizations not in the primary constituency who contribute relationships, resources, or influence.
- Broader public: people who may be unaware, undecided, or not yet connected.

Worksheet prompts: Who is in each circle? What relationship exists now? What next action could deepen involvement? What support would make participation possible?

Appendix C: Relational Outreach Guide

Step	Prompt
Connect	How do you know this person, and what creates trust?
Ask and listen	What are they experiencing? What do they care about?
Share	Why does the issue matter to you or the group?
Connect the issue	Where do your concerns overlap?
Invite	What specific, meaningful next action are you asking them to take?
Support	What information, access, transportation, preparation, or follow-up do they need?
Confirm and follow up	What did they agree to, and when will you reconnect?

Step	Purpose	Example
Connect	Start with a real relationship.	We met at the youth summit, and I remembered your point about getting home safely.
Listen	Ask what matters.	What transportation problems do you or your friends run into most?
Share	Connect to the campaign.	We are organizing for youth fare support and safer evening routes.
Invite	Offer a specific next action.	Would you join a 30-minute listening session Tuesday?
Support	Remove barriers.	Offer transit support, food, interpretation, reminders, and online participation.
Follow up	Close the loop.	Send thanks, explain what happened with their input, and invite the next step.

Step	Purpose	Draft
Connect	Start with a real relationship.	
Listen	Ask what matters.	
Share	Connect to the campaign.	
Invite	Offer a specific next action.	
Support	Remove barriers.	
Follow up	Close the loop.	

Appendix D: Power Map Worksheet

Stakeholder	Role	Influence: Low/High	Position: Oppose/Support	Evidence	Relationship or Next Step
Primary target					
Secondary target					
Constituency/ base					
Ally or influencer					
Opposition					
Undecided/ research needed					

Completed Example: Power Map Worksheet

Stakeholder	Role	Influence: Low/High	Position: Oppose/Support	Evidence	Relationship or Next Step
Council committee chair	Primary budget target	High	Undecided	Asked about cost but has not committed.	Request a youth-led meeting with verified cost options.
Transportation agency director	Implementation authority	High	Potential support	Agency discussed youth mobility but no full proposal.	Invite staff to a listening session and request technical feedback.
Youth program coalition	Constituency ally	Medium	Support	Members can reach hundreds of youth.	Secure endorsement and shared outreach plan.
Budget watchdog	Expert influencer	Medium	Unknown	Publishes budget analysis.	Share research and request cost-analysis support.
Fiscal opposition group	Potential opposition	Medium	Oppose	Frequently opposes new recurring spending.	Prepare cost and equity response; do not prioritize persuading them first.

Appendix E: Tactic Selection Rubric

Question	Notes
Goal: What must this tactic accomplish?	
Target: Whose decision or behavior must it affect?	
Base: How does it involve or develop our people?	
Leverage: What interest, relationship, resource, reputation, or timeline does it affect?	
Capacity: Do we have the people, time, skills, and resources?	
Accessibility and care: Who can participate and what support is required?	
Risk: Who bears legal, school, work, family, digital, or emotional risk?	
Public meaning: What story will the action communicate?	
Follow-up: What happens immediately afterward?	

Completed Example: Tactic Selection Rubric

Question	Notes
Does it reach or pressure the target?	A youth hearing turnout places affected youth before Council decision-makers.
Does it build the base or leaders?	Youth recruit peers, prepare testimony, take roles, and follow up.
Does it fit current access and relationships?	Partners can secure space and transportation; Council staff are reachable.
What are the risks?	Public storytelling, school absence, transportation home, and online harassment.
What support is needed?	Consent choices, coaching, meals, transit, adult safety leads, and debrief.
What is the follow-up?	Deliver written asks, update the base, and evaluate target response.

Appendix F: Escalation Ladder

Step	Action	Purpose/Target	Participant Roles and Support	Expected Response	Decision Rule / Next Step
1					
2					
3					
4					
5					

Completed Example: Escalation Ladder

Fictional learning example: A youth coalition begins with a documented request and meeting, brings organized supporters and verified evidence to a public forum, and earns a written commitment with a follow-up date. Pause before adding pressure. Ask: What worked? What changed? What remains unverified? Does the target's response justify the next step, or should the group consolidate the progress it made?

Step	Action	Purpose/Target	Participant Roles and Support	Expected Response	Decision Rule / Next Step
1	Listening sessions and research brief	Build evidence and request agency meeting.	Youth facilitators and outreach leads; food and transit.	Agency reviews findings.	If no meeting in two weeks, publish findings and seek Council support.
2	Agency and Council meetings	Seek commitment to a funded proposal.	Youth spokespeople; rehearsal and accessible materials.	Officials request cost options or signal support.	If no commitment before budget release, move public.
3	Testimony and story-map release	Create visible pressure during hearings.	Testifiers, media team, turnout leads; consent and safety plan.	Committee signals amendment interest.	If funding is absent after markup, organize targeted action.
4	Youth art action and press conference	Raise political cost and demand amendment.	Artists, speakers, marshals, digital team; legal and wellness support.	Target responds or negotiates.	Evaluate and decide whether to negotiate or escalate.

Appendix G: Campaign Care Plan

Before	During	After
Food, water, rest, transportation, accessibility, role choice, preparation, consent, contacts	Breaks, check-ins, safety, communication, media consent, conflict support, role rotation	Transportation home, debrief, emotional support, follow-up, recognition, compensation, rest, learning review

Completed Example: Campaign Care Plan

Before	During	After
Consent for stories/photos; food, transit, access, roles, breaks, emergency contacts.	Buddy system, hydration, quiet space, timekeeper, safety lead, options to step back.	Rides home, food, debrief, check-ins, media monitoring, gratitude, recovery time.
Review risks and boundaries; identify public and behind-the-scenes roles.	Adults manage institutional conflict and harassment.	Remove content if consent changes; document learning and redistribute unfinished tasks.

Responsibility prompts: Who owns each support? What is the backup plan? How can someone step back without shame? How will the group respond if harm occurs?

Blank Worksheet: Campaign Care Plan

Before	During	After

Appendix H: Facilitator Reflection

- Did youth have multiple ways to participate?
- Were organizer styles presented as flexible rather than fixed?
- Did the base-building lesson center relationships and leadership development?
- Was the power map grounded in evidence and a specific decision?
- Did escalation planning consider target response, risk, accessibility, care, and follow-up?
- Did the care lesson protect consent, boundaries, and story ownership?
- What should be adapted before this module is facilitated again?

Appendix I: Sources and Further Research

Last reviewed: September 10, 2026. Recheck time-sensitive laws, budgets, procedures, officeholders, program eligibility, and application deadlines before facilitation.

- Smith, S. (2026, April 2). *There Are Nine Kinds of Great Organizers. You Don't Have to Be Them All*. Convergence Magazine. Presents nine organizing styles and describes the gifts, struggles, and common frustrations associated with each. Open resource; no account required.

- Iyer, D. (2017; updated resources available). *Social Change Ecosystem Map*. Building Movement Project. Provides a reflection framework for identifying the different roles people and organizations can play in social change. The map includes ten roles and emphasizes that movements are stronger and more sustainable when people contribute in different, connected ways. Open resource; no account required.

- Harvard Kennedy School, Building State Capability. (2024). *Leadership, Organizing, and Action*. Features a six-part audio series with Marshall Ganz on the core practices of organizing: leadership, relationship building, storytelling, strategy, action, and structure. Open audio resource; no account required.

- Harvard Kennedy School. (n.d.). *Public Narrative: Leadership, Storytelling, and Action*. Introduces Marshall Ganz's public-narrative framework, including the story of self, story of us, and story of now. The framework helps organizers connect personal values, shared identity, and urgent collective action. This resource is best used as facilitator background and translated into plain language for younger participants. Open PDF.

- Hammond, H., & Commons Librarian. (2022, May 9). *Campaign Wellbeing Bingo*. Commons Social Change Library. Provides a printable bingo activity with simple actions individuals and teams can take to support wellbeing during high-pressure campaign periods. The page includes text-only and illustrated versions and suggests ways to adapt the activity for a campaign team. Open resource; no account required.

- Sharp, G. (n.d.). *198 Methods of Nonviolent Action*. Albert Einstein Institution. Categorizes methods of nonviolent action into three broad groups: protest and persuasion, noncooperation, and nonviolent intervention. The list can help participants expand their understanding of possible tactics, but it should not be used as a stand-alone activity menu. Facilitators should connect tactic selection to campaign goals, power analysis, accessibility, safety, legal considerations, community consent, and strategy. Open resource; no account required.

Trauma-Informed Facilitator Background

- National Council for Mental Wellbeing. (2022). *Trauma-Informed, Resilience-Oriented Engagement*. Provides facilitator background on stress, anxiety, compassionate engagement, regulation, relationship-building, and approaches to increase connection. The presentation was developed for behavioral-health and human-service professionals, so it should be used as optional facilitator preparation rather than assigned directly to youth. Open PDF; no account required.